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ABSTRACT

This document is an outline for a course designed to teach Chicano students basic skills and study habits that will help them achieve success at the community college. Skills focused on include how to manage study time, how to take notes, how to make an outline, how to listen critically, and how to use the library. Course goals and objectives are listed in the outline and unit activities are described. A bibliography is attached. (JDS)

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COUNSELING & GUIDANCE
(CG-4)
EFFECTIVE LEARNING FOR CHICANOS
Project Mexico
June 26 - August 8
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JC 770 139

COUNSELING AND GUIDANCE
EFFECTIVE LEARNING FOR CHICANOS
(Second Nine Weeks)

Deficient learning skills are a prime reason for the lack of success in education by the Mexican American students. There seems to be an absence of courses teaching students survival skills in the community college level.

In order to equitably compete effectively, the Chicano student must be provided the opportunities to fill the gap which will equip him before he reaches the regular classroom setting. Many of these students do not feel a part of the system and possess a definite lack of direction from the institution. The gap can be filled with awareness and skills development before being asked to compete with the normal classroom situations.

The skills course with a Chicano environment will enable the students to feel comfortable and learn study skills without feeling ashamed or embarrassed while learning takes place.

I. COURSE DESCRIPTION (CG-4, 1 unit, 2 hours)

An exploration of various ideas concerned with what it is in our skills that hinders or facilitates how we become more effective students in college. Discussion and lab will focus on such topics as: self-defeating attitudes, the importance of goals and priorities in learning, and effective study techniques.

The student will be taught basic skills and study habits that will help him achieve academic success on the college level. These skills will include how to take notes, make an outline, how to listen critically, and how to use the library.

II. COURSE OBJECTIVES

A. To assist the student in learning what it is about himself that prevents him from achieving academic success: self exploration to identify individual needs, conflicts, values and priorities.

B. To assist the student to develop the ability to manage study time more effectively.

C. To assist the student in establishing efficient study techniques.

D. To assist the student to learn to take and organize lecture notes.

E. To assist the student to develop understanding through practical experience in writing outlines, paraphrasing and summarizing.

III. DESCRIPTION OF CONTENT

A. Management (1st and 2nd weeks). A time management process to aid the Chicano student with study skills for improving listening concentration.

1. Time management
2. Hear ideas
3. Follow directions
4. How to take notes
   a. Paraphrase
   b. Summarize
5. Apply effective study techniques (PQRST)

B. Factors Influencing Learning (3rd and 4th weeks). The application of attitudes dealing with the Chicano psychological factors influencing learning and what they mean to Chicanos and Chicanas.

1. Motivation
2. Concentration
3. Reaction
4. Organization
5. Comprehension
6. Repetition

C. Reading Assignments (5th and 6th weeks). The techniques and the application of How to Study reading assignments.

1. Preview - The assignment before reading it
2. Question - What it may include
3. Read it - Using your eyes and brain
4. State - In your own words what you have read
5. Test - Your memory of it a few hours or days later

D. Study Tips (7th and 8th weeks). The necessary tips to help improve your studying.

1. Time and place
   a. After classes
   b. Same time each day
   c. One particular place
   d. Habit

2. Memory
   a. Intention to remember
   b. Familiarity with material
   c. Organization - the big picture

3. You can read faster
   a. Concentration
   b. Will power

4. Curve of forgetting

E. Library (9th week). Practice skills in utilizing the library facilities and materials.

1. Operation
2. References
3. Card catalog
4. Research procedures

IV. COURSE GOALS

The student will:

A. Demonstrate ability to manage study time more effectively.

B. Learn to study college textbooks more efficiently.

C. Demonstrate ability to listen critically and with concentration.

D. Learn how to take and organize lecture notes.

E. Develop understanding through practical experience in writing outlines, paraphrasing and summarizing.

F. Improve skill in locating information in the dictionary and other reference works, and become familiar with the Library.

V. INSTRUCTIONAL OBJECTIVES

A. Student will demonstrate through design of a time management schedule, the organization of a weekly time budget and a semester time schedule of his individual college work load, which will include preparation of time, flexibility, and scheduling of exams with 100% accuracy.

B. Given a reading selection of at least 500 words, student will be given ten minutes in which to read, scan, and answer 10 questions, in interpretive and critical reading with 70% accuracy.

C. Given a short lecture or a given paragraph, student will be able to take and organize lecture notes, and paraphrase into written form with at least a 90% accuracy.

D. Student will demonstrate, through objective testings, 80% retention of study skills methods.

E. Given a short talk on a topic, he will be able to answer immediately with 70% accuracy, from 5 to 10 objective questions on the material he hears, or

F. Given a sequence of oral instructions, he will be able to follow them without requesting that they be repeated, with 70% accuracy.

G. Given an assignment, student will demonstrate proper use of library references.

VI. METHOD OF EVALUATION

A. Assignment

B. Student self-evaluation

C. Individual conferences

D. Oral class participation

E. Completed assignments

REFERENCES

1. Robinson, Frances P. Effective Study. Harper and Row, New York.

2. Staton, Thomas F. How to Study. Copyright, 1968 (text).

3. Morgan, Clifford T. and Deese, James. How to Study.

4. _____. Study Skills. P.A.R., Inc., Abbott Park Place, Providence, R. I.

5. _____. Think: Reading Development and Language Analysis, Innovative Sciences, Inc., Stamford, Conn., 1973.

Hand out Materials:

1. "How to take Notes"

2. "Using the Library to Write a Term Paper," Cerritos College, Norwalk, CA

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MAR 25 1977

CLEARINGHOUSE FOR
JUNIOR COLLEGES